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ABSTRACT

This document contains vocational education program courses standards for exploratory courses, practical arts courses, and job preparatory programs offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Instructional Support Services provide an opportunity for handicapped or disadvantaged persons to receive vocational education instruction on an equal basis with non-handicapped and non-disadvantaged persons. Standards are mandated by Florida law. Each program course standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts and content, laboratory activities, special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs, courses are designated with student performance standards listed for each course. The course standards covered in this document include the following: system for applied individualized learning, vocational education for the handicapped, vocational work evaluation, and vocational education for residential youth offenders. (KC)

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VOCATIONAL EDUCATION PROGRAM COURSES STANDARDS

July, 1991

Instructional
Support
Services

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VOCATIONAL EDUCATION

PROGRAM COURSES STANDARDS

VOCATIONAL EDUCATION INSTRUCTIONAL SUPPORT SERVICES

JULY, 1991

FLORIDA DEPARTMENT OF EDUCATION
Division of Vocational, Adult and Community Education
Bureau of Vocational Program and Staff Development
Instructional Support Services

(904) 488-7153

TABLE OF CONTENTS

	PAGE
FOREWORD	i
INTRODUCTION	iii
System For Applied Individualized Learning	1
Vocational Education for the Handicapped	6
Vocational Work Evaluation	8
Vocational Education for Residential Youth Offenders	10

FOREWORD

Section 228.041 Florida Statutes defines vocational education as meaning that instruction not necessarily leading to a baccalaureate degree, either graded or ungraded, listed below:

1. Job preparatory programs designed to provide students with the competencies necessary for effective entry into an occupation;

2. Exploratory courses designed to give students initial exposure to skills and attitudes associated with a broad range of occupations in order to assist them in making informed decisions regarding their future academic and occupational goals;

3. Supplemental programs (courses) designed to enable persons who are or have been employed in a specific occupation to upgrade their competencies in order to re-enter or maintain stability or advance within their occupation;

4. Practical arts courses designed to teach students practical generic skills which, though applicable to some occupations, are not designed to prepare students for entry into a specific occupation;

5. Instruction which integrates the basic academic skills and vocational skills.

This document contains vocational education program courses standards (curriculum frameworks and student performance standards) for exploratory courses, practical arts courses and job preparatory programs offered at the secondary or postsecondary level as a part of Florida's comprehensive vocational education program. Vocational education program courses standards are established pursuant to Section 233.0682, Section 240.355, Section 233.011, and Section 232.2454, Florida Statutes, for school districts and community colleges. State Board of Education Rule 6A-6.0571, Criteria for Qualification for Special Vocational-Technical Education Program Courses, provides the basis for the developmental and dissemination of this document.

Each program courses standard is composed of two parts: a curriculum framework and student performance standards. The curriculum framework includes four major sections: major concepts/content, laboratory activities; special notes, and intended outcomes. Student performance standards are listed for each intended outcome. For secondary job preparatory programs courses have been designated with student performance standards listed for each course.

The standards do not prescribe how instruction should be delivered since decisions relative to the delivery of instruction must be made by school districts and community colleges within the context of local conditions. The Division of Vocational, Adult, and Community Education, Florida Department of Education, supports the belief that competency-based vocational education is the most effective means of providing programs and courses that conform to these established standards.

Program and course standards are based upon competencies required for entry, advancement, and upgrading in occupations in the vocational program areas of Agriculture, Business, Diversified, Health Occupations, Home Economics, Technology, Industrial, Marketing, and Public Service Education. Standards of courses designed for handicapped, disadvantaged, and other special needs persons are also provided. These standards are reviewed annually and revised as needed based upon changes in occupations utilizing input from business and industry employers, licensing and credentialing agencies, professional associations, state technical committees, and other representatives of the private sector.

INTRODUCTION

VOCATIONAL EDUCATION INSTRUCTIONAL SUPPORT SERVICES

Instructional Support Services provide an opportunity for handicapped persons and disadvantaged persons to receive instruction and services in vocational education on an equal basis with non-handicapped and non-disadvantaged persons. Course codes are available that permit the support of excess cost activities for recruitment, information dissemination, assessment, curriculum modifications, equipment modifications, counseling, instructional materials, basic skills instruction, transportation, tutoring services, and job placement. Accessibility to vocational education for handicapped and disadvantaged students is required by the Carl D. Perkins Vocational And Applied Technology Act of 1990. Assurances must be provided to demonstrate that accessibility is being provided.

CURRICULUM FRAMEWORK PROGRAM AREA: Vocational Education Instructional Support Services

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1991

PROGRAM TITLE: System For Applied Individualized Learning

CODE NUMBER: Secondary 9001710 Postsecondary IMT0001

Florida CIP SN99.0001SN

SECONDARY SCHOOL CREDITS N/A COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): _____7-9 _____9-12 _____Postsecondary Adult Vocational

_____ Postsecondary Vocational __X__ Other ____10-12,30,31___

CERTIFICATION COVERAGE: ANY FIELD WHEN CERTIFICATE REFLECTS BACHELORS OR HIGHER

I. MAJOR CONCEPTS/CONTENT:

The System For Applied Individualized Learning (SAIL) provides:

(1) Career assessment designed to assist persons with special needs to identify vocational interests, temperament, aptitudes and learning styles.

(2) Individualized basic skills related instruction to educationally disadvantaged students (including Limited English Proficient individuals) whose basic skill deficiencies prevent success in vocational job preparatory programs or prevent admission to licensure vocational job preparatory programs of their choice.

(3) Employability behavior instruction in the job seeking and job keeping competencies necessary for entering the job market after vocational education training.

(4) Social skill training, and consumer education.

The basic program encompasses a combination of instruction components. They are:

A. CAREER ASSESSMENT

B. BASIC SKILLS RELATED INSTRUCTION
1) Reading
2) Language
3) Mathematics

C. EMPLOYABILITY BEHAVIORS

D. COMPLEMENTARY SKILLS

(5) Every effort should be made to serve Limited English Proficient students. VESOL (Vocational Education For Speakers For Other Language) may be adapted to become an integral part of SAIL.

II. LABORATORY ACTIVITIES:

The program is characterized by open entry/open exit, self-paced instructional modules, flexible schedules, and performance-based evaluation. As a result, a variety of multimedia equipment and materials is used in the System for Applied Individualized Learning laboratory setting. Equipment used includes computers, tape recorders, cassette players language masters, carrels, and controlled readers.

III. SPECIAL NOTE:

- o Program procedures encompass the following:

  1. Interviewing and goal setting.

  2. Diagnosis of learning difficulties
     A competency assessment is performed for each student by personnel trained in (SAIL) concepts and program procedures to identify needs in each of the instructional components. The basic skills assessment instruments include a locator test and levels E, M, D, A of the Test of Adult Basic Education (TABE), Form 1, 2, 5, 6, 1986 Edition, California Test Bureau, McGraw-Hill.

  3. Prescribing individualized instruction.

  4. Managing learning activities.

  5. Evaluating student progress.

- o The (SAIL) Program is a non-graded system.

IV. INTENDED OUTCOMES:

After successfully completing this program, the student will be able to:

01. Identify vocational interest and aptitude in making career choices.

02. Demonstrate basic reading skills.

03. Demonstrate basic language skills.

04. Apply basic mathematics skills.

05. Practice acceptable job seeking/job keeping skills.

06. Demonstrate awareness of complementary skills.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1991

PROGRAM AREA: Vocational Education Instructional Support Services SECONDARY NUMBER: 9001710

PROGRAM TITLE: System For Applied Individualized Learning POSTSECONDARY NUMBER: IMT0001

CAREER ASSESSMENT

01.0 IDENTIFY VOCATIONAL INTEREST AND APTITUDE IN MAKING CAREER CHOICES--The student will be able to :

01.01 Assess his/her learning style.
01.02 Assess his/her occupational interest and aptitudes.
01.03 Relate individual interest to specific occupational areas.
01.04 Explore occupational careers and goals in various clusters.
01.05 Establish career goals.
01.06 Make choices in placement for job preparatory courses.

02.0 DEMONSTRATE BASIC READING CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL JOB PREPARATORY PROGRAM--The student will be able to:

Grade level 4-6

READING VOCABULARY

02.01 Identify synonyms.
02.02 Identify antonyms.
02.03 Identify homonyms.
02.04 Identify affixes.
02.05 Use contextual clues.

READING COMPREHENSION

02.06 Analyze passage details.
02.07 Interpret the feelings, motives, or traits of characters in a passage.
02.08 Identify the main idea.
02.09 Identify cause-and-effect relationships.
02.10 Interpret structural techniques of writing.

Grade level 6-12

READING COMPREHENSION

02.01 - 02.10 (Same as Above Plus)
02.11 Interpret and differentiate between various forms of writing such as facts/opinion/fiction.

STUDY AND REFERENCE SKILLS

02.12 Request and follow oral and written directions.
02.13 Identify parts of books.
02.14 Read graph, charts, diagrams, and tables.
02.15 Use vocational text book.
02.16 Use dictionary (diacritical marks).
02.17 Read a map.
02.18 Develop note taking skills.
02.19 Use the library.
02.20 Develop test taking skills.

BASIC SKILLS: LANGUAGE

03.0 DEMONSTRATE BASIC LANGUAGE CATEGORY SKILLS AND SUBSKILLS APPROPRIATE TO THE VOCATIONAL PREPARATORY PROGRAM--The student will be able to:

Grade level 4-6

LANGUAGE MECHANICS

03.01 Use punctuation marks.
03.02 Identify the correct use of capital letters.
03.03 Punctuate quotations.
03.04 Use the apostrophe in contractions.

System For Applied Individualized Learning - continued

Basic Skills: Language - continued

LANGUAGE EXPRESSION

03.05 Demonstrate proper usage of troublesome words.
03.06 Identify common and proper nouns, personal pronouns, singular, and plural forms.
03.07 Distinguish a complete sentence from sentence fragments and run-on sentences.
03.08 Construct various sentence types.
03.09 Identify degrees of adjectives and adverbs.
03.10 Use proper forms of regular and irregular verbs.
03.11 Spell words correctly.

Grade levels 7-8

03.01 - 03.11 (Same as Above)
03.12 Identify parts of speech.
03.13 Use the subjective and objective forms of pronouns.
03.14 Select the correct form of verb tense.

Oral Language Comprehension

03.15 Demonstrate appropriate word and syllable stress and intonation
03.16 Demonstrate the use of telephone, tapes, and other non-face-to communication.
03.17 Develop the art of asking questions.
03.18 Distinguish between formal and informal Language.
03.19 Demonstrate lucid vowel and consonant sounds.

SPELLING

03.20 Identify the correct spelling of vowel sounds.
03.21 Identify the correct spelling of consonant sounds.
03.22 Identify the correct spelling of structural units.

Grades level 9-10

03.01 - 03.22 (Same as Above)
03.23 Construct a paragraph.

BASIC SKILLS: MATHEMATICS

04.0 DEMONSTRATE BASIC MATHEMATICS SKILLS--The student will be able to:

Grade level 4-6

04.01 Change words to numbers.
04.02 Recognize place value.
04.03 Round numbers.
04.04 Perform basic operations with whole numbers.
04.05 Perform basic operations with common fractions.
04.06 Perform basic operations with decimal fractions.
04.07 Understand concepts of measurements.
04.08 Identify mathematics symbols.
04.09 Interpret basic map reading techniques.

Grade levels 7-8

04.01 - 04.09 (Same as Above)
04.10 Perform basic operations with percentages.
04.11 Use conversion procedures in both standard and metric systems.
04.12 Demonstrate problem-solving techniques.
04.13 Compute problems using mathematics symbols.
04.14 Recognize terms in problem-solving situations.
04.15 Discriminate basic rules and formulas.

Grade levels 9-12

04.01 - 04.15 (Same as Above)
04.16 Solve simple algebraic equations.
04.17 Compute with signed numbers.

EMPLOYABILITY BEHAVIORS

05.0 DEMONSTRATE ACCEPTABLE JOB-SEEKING/JOB-KEEPING SKILLS--The student will be able to:

05.01 Prepare a personal data sheet.
05.02 Write a letter of application.
05.03 Prepare for various types of employment tests.
05.04 Demonstrate correct interviewing techniques.
05.05 Write an autobiography.
05.06 Complete work-related forms.
05.07 Identify job announcement sources.
05.08 Demonstrate the ability to be prompt.
05.09 Identify job-related interaction skills.
05.10 Demonstrate initiative and resourcefulness.
05.11 Interpret employee policy.

COMPLEMENTARY SKILLS

06.0 DEMONSTRATE AWARENESS OF COMPLEMENTARY SKILLS--The student will be able to:

06.01 Identify and locate sources of community services agencies.
06.02 Identify services provided by community service agencies.
06.03 Plan family and individual budget.
06.04 Use financial services.
06.05 Demonstrate skills of comparison shopping.
06.06 Identify principles in organizing and managing a business.
06.07 Identify sources of community health services.
06.08 Identify nutritional needs.
06.09 Practice health maintenance skills.
06.10 Know the structure of the governmental systems.
06.11 Demonstrate knowledge of responsible citizenship.
06.12 Identify legal terms most commonly used in a contract.
06.13 Recognize common fraudulent practices.
06.14 Demonstrate cultural awareness.

CURRICULUM FRAMEWORK PROGRAM AREA: Vocational Education Instructional Support Services

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1991

PROGRAM TITLE: Vocational Education for the Handicapped

CODE NUMBER: Secondary 9001810 Postsecondary HCP0994

Florida CIP 1399.0002SN

SECONDARY SCHOOL CREDITS Multiple COLLEGE CREDITS _____ POSTSECONDARY ADULT VOCATIONAL CREDITS Multiple

APPLICABLE LEVEL(S): X 7-9 X 9-12 X Postsecondary Adult Vocational

_____ Postsecondary Vocational X Other 30,31

CERTIFICATION COVERAGE: ANY HEALTH OCCUP ANY DIST ED ANY INDUS ED ANY BUS ED ANY INDUS ART ANY HME EC ED COOR DCT @4 @7 ANY PUB SERV ANY AGRI ED

I. MAJOR CONCEPTS/CONTENT:

This program is designed to provide specialized vocational education for handicapped students. Job preparatory instruction is provided in the competencies necessary for entry into an occupation. The program includes measurable components from one or more of the vocational program areas.

II. LABORATORY ACTIVITIES:

Laboratory activities are an integral part of this course.

III. SPECIAL NOTE:

This entire course is not intended to be mastered in one year. A student may earn multiple credits in this course. Multiple credits may be earned sequentially or simultaneously. The job or jobs for which the student is being prepared and the particular outcomes and student performance standards which the student must master to earn credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in a subsequent IEP.

This course is designed to include selected components from any vocational job preparatory course.

IV. INTENDED OUTCOMES:

After successfully completing this program, the student will be able to:

01. Demonstrate realistic employment goals.

02. Demonstrate the competencies of employability skills.

03. Manage interpersonal relationships.

04. Use appropriate equipment and supplies safely and correctly.

05. Demonstrate acquired skills thorough on-the-job training.

06. Demonstrate mastery of selected outcomes from one or more vocational job preparatory courses.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1991

PROGRAM AREA: Vocational Education Instructional Support Services SECONDARY NUMBER: 9001810

PROGRAM TITLE: Vocational Education for the Handicapped POSTSECONDARY NUMBER: HCP0994

01.0 DEMONSTRATE REALISTIC EMPLOYMENT GOALS--The student will be able to:

- 01.01 Identify potential careers available in the community.
- 01.02 Express personal strengths and weaknesses, including physical and cognitive abilities.
- 01.03 Match interests and abilities with potential careers.
- 01.04 Sort objects by work samples as contained in work evaluation systems.
- 01.05 Align materials.
- 01.06 Assemble objects as contained in work evaluation systems.

02.0 DEMONSTRATE THE COMPETENCIES OF EMPLOYABILITY SKILLS--The student will be able to:

- 02.01 Describe steps in a job search.
- 02.02 Complete a job application.
- 02.03 Job interview.
- 02.04 Follow time management rules.
- 02.05 Demonstrate the ability to follow directions.
- 02.06 Understand the benefits and responsibilities associated with successful employment.
- 02.07 Apply problem solving strategies to real life situations.

03.0 MANAGE INTERPERSONAL RELATIONSHIPS--The student will be able to:

- 03.01 Demonstrate good work attitudes.
- 03.02 Demonstrate characteristics of a good employee.
- 03.03 Maintain a positive relationship with a supervisor.

04.0 USE APPROPRIATE EQUIPMENT AND SUPPLIES SAFELY AND CORRECTLY--The student will be able to:

- 04.01 Identify tools and equipment necessary for a specific work task.
- 04.02 Locate tools, equipment and supplies required to complete a specific task.
- 04.03 Use tools, equipment and supplies safely and correctly for a specific work task.
- 04.04 Clean and maintain tools and equipment.
- 04.05 Store tools and equipment in appropriate areas.

05.0 DEMONSTRATE ACQUIRED SKILLS THROUGH ON-THE-JOB-TRAINING--The student will able to:

- 05.01 Display a positive attitude towards a job.
- 05.02 Demonstrate job performance skills.
- 05.03 Display expected level of productivity.
- 05.04 Use evaluations to improve own performance.

06.0 DEMONSTRATE MASTERY OF SELECTED OUTCOMES FROM ONE OR MORE VOCATIONAL JOB PREPARATORY COURSES--The student will be able to:

- 06.01 Demonstrate mastery of selected performance standards from one or more vocational job preparatory courses.

CURRICULUM FRAMEWORK

PROGRAM AREA: Vocational Education
Instructional Support
Services

FLORIDA DEPARTMENT OF EDUCATION

EFFECTIVE DATE: July, 1991

PROGRAM TITLE: Vocational Work Evaluation

CODE NUMBER: Secondary 9001910 Postsecondary VPI0990

Florida CIP 1399.0003SN

SECONDARY
SCHOOL CREDITS Multiple COLLEGE CREDITS _____

POSTSECONDARY ADULT
VOCATIONAL CREDITS Multiple

APPLICABLE LEVEL(S): X 7-9 X 9-12 _____Postsecondary Adult Vocational

_____ Postsecondary Vocational X Other 30,31

CERTIFICATION COVERAGE: ANY FIELD

I. MAJOR CONCEPTS/CONTENT:

This program is designed to provide a systematic process of evaluating the vocational interests, needs, aptitudes, and readiness of students with handicaps. Evaluation practices and hands-on exposure to real or simulated work tasks assess what is the most suitable training and job placement for handicapped students.

II. LABORATORY ACTIVITIES:

Laboratory activities in real or simulated work settings are in integral part of this programs.

III. SPECIAL NOTE:

A student may earn multiple credits in this course. The particular outcomes and student performance standards which the student must master to earn each credit must be specified in the student's individual educational plan (IEP). Additional credits may be earned when outcomes and standards are mastered in accordance with the requirements indicated in a subsequent IEP. Intended outcomes may be selected from one or more of the vocational exploratory courses.

IV. INTENDED OUTCOMES:

After successfully completing this program, the student will be able to:

01. Demonstrate an awareness of the abilities, interests, aptitudes, and type of work environment best suited for their needs.

02. Select a program of vocational training that is suitable to their abilities, interests, aptitudes, readiness, and needs.

03. Seek employment that is compatible with their abilities, interests, aptitudes, training, readiness, and needs.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1991

PROGRAM AREA: Vocational Education Instructional Support Services SECONDARY NUMBER: 9001910

PROGRAM TITLE: Vocational Work Evaluation POSTSECONDARY NUMBER: VPI0990

01.0 DEMONSTRATE AN AWARENESS OF ABILITIES, INTERESTS, APTITUDES, AND TYPE OF WORK ENVIRONMENT BEST SUITED FOR ONE'S NEEDS--The student will be able to:

01.01 Demonstrate abilities, interests, aptitudes, and choice of work environment consistent with the findings from one's vocational work evaluation.

02.0 SELECT A PROGRAM OF VOCATIONAL TRAINING THAT IS SUITABLE TO ONE'S ABILITIES, INTERESTS, APTITUDES, READINESS, AND NEEDS--The student will be able to:

02.01 Enroll in a vocational training program that is suitable to one's abilities, interests, aptitudes, readiness, and needs, consistent with the findings from vocational work evaluation.

03.0 SEEK EMPLOYMENT THAT IS COMPATIBLE WITH ONE'S ABILITIES, INTERESTS, TRAINING, READINESS, AND NEEDS--The student will be able to:

03.01 Demonstrate job seeking activities that attempt to find employment compatible with one's abilities, interests, training, readiness, needs, and vocational evaluation findings.

CURRICULUM FRAMEWORK PROGRAM AREA: Vocational Education Instructional Support Services

FLORIDA DEPARTMENT OF EDUCATION EFFECTIVE DATE: July, 1991

PROGRAM TITLE: Vocational Education for Residential Youth Offenders

CODE NUMBER: Secondary 9001820 Postsecondary _____

Florida CIP 11990007SN

SECONDARY SCHOOL CREDITS Various POSTSECONDARY ADULT COLLEGE CREDITS _____ VOCATIONAL CREDITS _____

APPLICABLE LEVEL(S): _____7-9 __X__9-12 _____Postsecondary Adult Vocational

_____ Postsecondary Vocational _____ Other _____

CERTIFICATION COVERAGE: ANY VOCATIONAL CERTIFICATION OR QUALIFIED INSTITUTIONAL PERSONNEL UNDER THE PROVISIONS OF SBR 6A-1.0502.

I. MAJOR CONCEPTS/CONTENT:

This program is designed to provide vocational education competencies for youthful offenders. Basic practical and job preparatory instruction is provided in the competencies necessary for a better understanding of the world of work and for entry-level job employment. The specific program content includes measurable components from any of the vocational program areas with heavy emphasis on work ethics and employability skills.

II. LABORATORY ACTIVITIES:

Appropriate laboratory activities are an integral part of this course.

III. SPECIAL NOTE:

This program is intended to provide short-term occupational education for individuals in residence within youthful offenders institutions, usually for a 4 to 12 month duration. The objective is to provide a foundation of survival skills for a transition into entry-level employment and/or additional on-the-job training. Primary emphasis will be given to the diagnosis of the individual's interest and aptitude, followed by involvement in appropriate occupational competencies, consistent with the individual's education level. This program is designed to allow the institution's vocational department in cooperation with the Division to develop student performance standards for specific instructional components based upon identified occupational titles in any of the program areas of Agri-business and Natural Resources, Business, Diversified, Health Occupations, Home Economics, Industrial Arts, Industrial, Marketing and Public Services Education. This curriculum framework and the adopted student performance standards will be the basis for program operation and program review. The specialized student performance standards will be based upon:

1. Serving the special needs of institution's clients with an average time of stay of 4 to 6 months.

2. Organized instruction provided by a qualified instructor.

3. Input from a program advisory committee composed of representatives of business and industry.

4. Documentation for evaluation and accountability purposes.

IV. INTENDED OUTCOMES:

After successfully completing this program, the student will be able to:

01. Demonstrate realistic employment goals.

02. Demonstrate employability skills.

03. Manage interpersonal relationships.

04. Use appropriate equipment and supplies safely and correctly.

05. Demonstrate competencies identified for a specific program component.

OPTIONAL

06. Demonstrate acquired skills through on-the-job training.

STUDENT PERFORMANCE STANDARDS EFFECTIVE DATE: July, 1991

PROGRAM AREA: Vocational Education Instructional Support Services SECONDARY NUMBER: 9001820

PROGRAM TITLE: Vocational Education for Residential Youth Offenders POSTSECONDARY NUMBER: IMT0001

01.0 DEMONSTRATE REALISTIC EMPLOYMENT GOALS--The student will be able to:

01.01 Express personal strengths and weaknesses, including social adjustments and cognitive abilities.
01.02 Match interests and abilities with potential careers.

02.0 DEMONSTRATE THE COMPETENCIES OF EMPLOYABILITY SKILLS--The student will be able to:

02.01 Describe steps in a job search.
02.02 Complete a job application.
02.03 Job interview.
02.04 Follow time management rules.
02.05 Demonstrate the ability to follow directions.
02.06 Understand the benefits and responsibilities associated with successful employment.
02.07 Apply problem solving strategies to real life situations.

03.0 MANAGE INTERPERSONAL RELATIONSHIPS--The student will be able to:

03.01 Demonstrate good work attitudes.
03.02 Demonstrate characteristics of a good employee.
03.03 Maintain a positive relationship with a supervisor.

04.0 USE APPROPRIATE EQUIPMENT AND SUPPLIES SAFELY AND CORRECTLY--The student will be able to:

These student performance standards will be developed by the educational institution and the Division staff member.

05.0 DEMONSTRATE COMPETENCIES IDENTIFIED FOR A SPECIFIC PROGRAM COMPONENT--The student will be able to:

These student performance standards will be developed by the educational institution and the Division staff member.

OPTIONAL

06.0 DEMONSTRATE ACQUIRED SKILLS THROUGH ON-THE-JOB TRAINING--The student will be able to:

06.01 Display a positive attitude toward a job.
06.02 Demonstrate job performance skills.
06.03 Display expected level of productivity.
06.04 Use evaluations to improve own performance.

State of Florida
Department of Education
Tallahassee, Florida
Betty Castor, Commissioner
Affirmative action/equal opportunity employer

Division of Vocational, Adult, and Community Education

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